

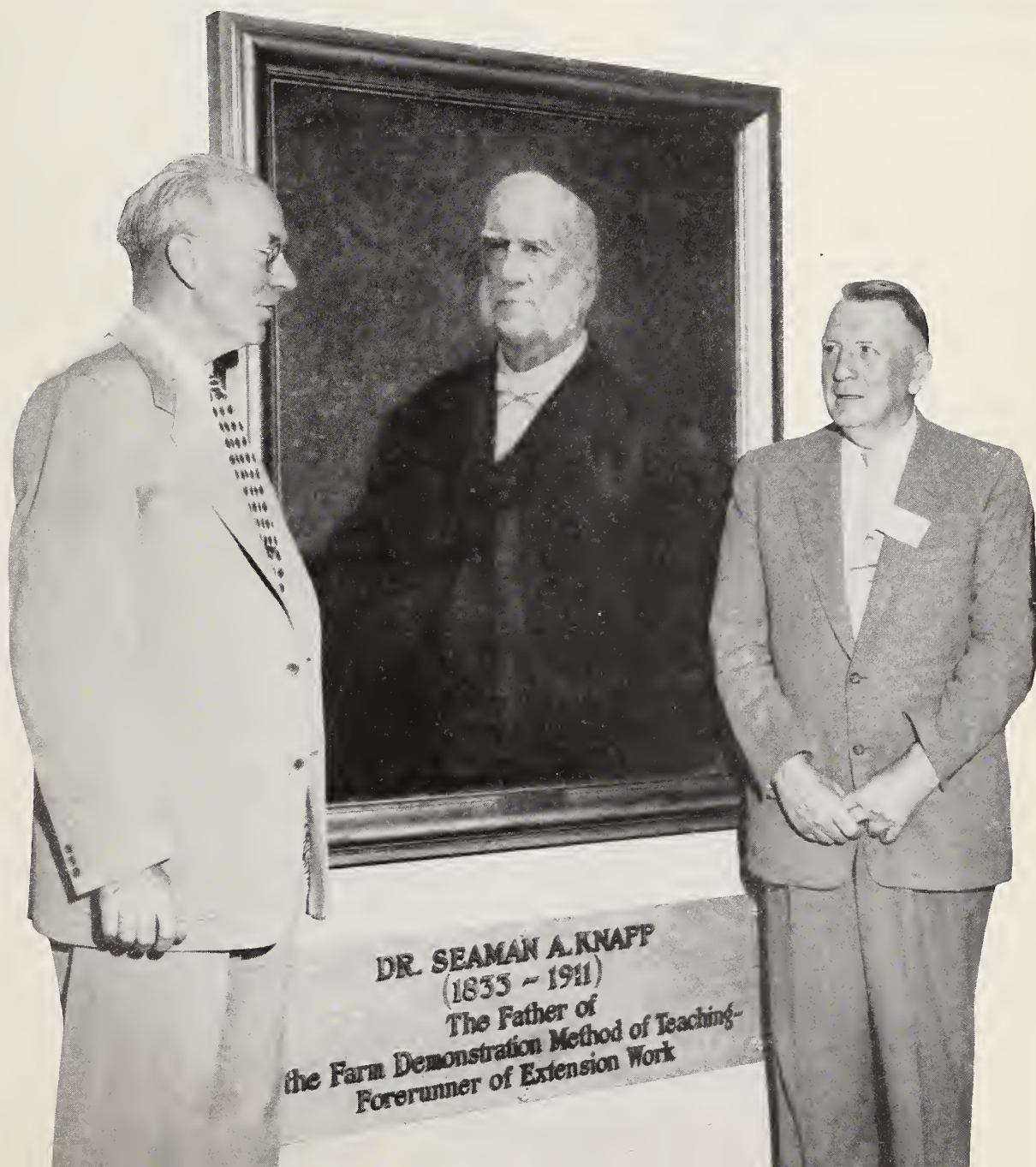
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EXTENSION SERVICE
Review

Special Issue on
Development of Leaders

APRIL 1957



DR. SEAMAN A. KNAFF
(1833 ~ 1911)
The Father of
the Farm Demonstration Method of Teaching—
Forerunner of Extension Work



Official monthly publication of
Cooperative Extension Service:
U. S. Department of Agriculture
and State Land-Grant Colleges
and Universities cooperating.

Prepared in
Division of Information Programs
Federal Extension Service, USDA
Washington 25, D. C.

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In This Issue—

Page

75	Our objective is people
76	Your heritage
77	We took another look
78	The agents asked for it
79	What makes them tick?
80	To raise leaders
81	Leaders and leadership
83	Success breeds success
84	News and views
86	150 farm men and women
87	School bells ring for young homemakers
88	The program is theirs, not ours
89	Try 4-H officer training
90	Hearts, health, habits
91	Motivation
94	Michigan women share knowledge
96	Teaching through TV

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 31, 1955).

The Extension Service Review is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Vol. 28

April 1957

No. 4

EAR TO THE GROUND

Not long ago I asked a friend to make some telephone calls for a committee in an organization we both belong to. She agreed, but added that she would like once in a while to do something else than chore jobs. She wanted to write the notices for the paper . . . something creative, a job that called for ability, which she had, and responsibility, which she was willing to take.

In the midst of planning this Leadership issue of the Review, I found that personal experience very revealing. People like to plan, to create, to have the satisfaction of reaching decisions. And of course, that is the way we all develop and grow . . . which brings us up to this issue.

About a year ago we asked a number of State Extension leaders to help us evaluate the April 1956 issue of the Review, and to give us suggestions for future issues. Lydia Tarrant, Maude Wallace, Dorothy Simmons and others asked for articles on leader development . . . not on how to "use" local leaders, but on how to help men and women become better leaders—of themselves, their families and communities.

As they spoke of it, leadership

might be defined as successful relationships with people. How do you think of leaders in your extension job?

Whether it be chauffeuring the young people to a judging contest or preparing a council report, the work of the volunteer is a great force, a unique force in the United States, and an integral part of extension work. I hope the following articles cut deep into your thinking along these lines, helping to clarify your concept of leader development and sharpen your desire to improve as a leader and educator.

Next month—the 4-H Special Issue! — CWB

COVER PICTURE

Appropriate to this special issue of the Extension Service Review on Leadership is this photograph taken at the dedication of the Knapp Arch Exhibit, U.S.D.A., Washington, D. C. in November, 1956.

C. M. Ferguson (left), Administrator, Federal Extension Service, poses with J. O. Knapp, Director, West Virginia Extension Service, by the portrait of Dr. Seaman A. Knapp, one of Extension's pioneers.

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D.C., at 10 cents per copy or by subscription at \$1.00 a year, domestic, and \$1.50, foreign.

Our Objective Is PEOPLE

A PROGRAM is only a
means to an end



by PAUL A. MILLER,
*State Extension Director,
Michigan*

EXTENSION itself is a demonstration in how to work with people. It is an extensive demonstration on the development of leaders and leadership. The perspective of an effective extension worker is focused, not on a program, but on the end results of that program, the individual.

In the interests of perpetuating this abiding demonstration, the following ten observations are made:

1. The volunteer leader is a major distinctive force in democratic living in the United States, and is the link between the formal and official agencies which promote change in American life, based on needs of the people. Extension workers must constantly choose between devising methods by which they may "trap" the volunteer energies of citizens for selfish program purposes, or helping volunteer leaders develop the personal, group, and community dimensions of their own lives.

2. Leaders will contribute little to extension work, or our work to them, unless each worker develops the pe-

culiar genius of motivating and dedicating people to assume still larger and unfinished tasks. Extension workers must learn about the wide variety of personal needs and interests so that these may be met through participation in Extension-related programs.

3. A complex problem of working with volunteer leaders is that of adequately recognizing their service. Leaders cannot become incidental to program goals. Extension work may easily overlook the ways by which recognition can be given to the participation of volunteer leaders. If we standardize this recognition, we will be, in a sense, taking such leaders for granted. The wise extension worker will search out an increasing variety of ways to recognize the participation of leaders.

4. The volunteer leader in extension work expects a certain amount of "adventure" through his participation. Do extension leaders lead a "predictable extension career?" If the answer is yes, we may expect to

lose many of them sooner than would be otherwise the case. We must constantly examine the extension effort to determine if the leaders wander in an unvarying circle of procedures.

5. Volunteer leaders must be encouraged to participate fully in the making of decisions about extension programs. It is not only easy to be upset when advisory groups give advice, but we, as extension workers, continually face the temptation of wanting to play the scene "up stage." Volunteer leaders must learn that their judgment and experience is really needed.

6. In developing leadership, the extension worker must not be economical. An ever-increasing number of people from all the widely varied situations of our counties should be encouraged to plan, develop, carry out, and evaluate extension programs. The theoretically perfect index of participation in extension work occurs only when every person in our

(Continued on next page)

counties is participating in the program-building process.

7. A true genius in extension work provides avenues of personal, group, and community experiences for men and women, young and old. How far do we take our leaders along such avenues? How many of us can arrange for a life-long process of growth for volunteer leaders? Does participation in extension programs lead to participation in community, State, and national responsibilities in fields other than Extension? Such fields as public affairs education may provide one vital bridge over which extension leaders may move to a consideration of larger responsibilities.

8. Emerging today is a broad framework for leadership in extension work, which is currently expressed in farm and home development, program projection, and rural development. Little emphasis has been given to the identical ideas found in these processes. Each refers to the vital sequence of inventory-taking, identifying goals, and selecting alternative solutions. These three methods provide a succession of experiences which is broadening and deepening the base of leadership in extension work. These methods should lead to greater decision-making skill, which is one way of defining the function of the leader.

9. A leader is not a unique specimen, dangling alone, to be snatched by well-meaning professional persons for service in some particular program. Leaders express the natural interests of those whom they lead, and are necessary to the operation of every group, community, or county. In identifying leaders three types should be recognized: the first are those who are expected to be leaders—the formal types—and are represented by extension workers themselves; the second is often referred to as the “institutional leader” who enjoys the badge of leadership, and is actively engaged in many organizations; the third type may be called the “informal leader” whose range of influence may be narrow and who may, indeed, be almost invisible to the extension worker. In identifying and recruiting leaders for participation in extension program-building,

(Continued on page 80)

Your Heritage

by K. F. WARNER,
Federal Extension Service

Editor's Note: Kenneth Warner retired from the Federal Extension Service on March 31 to accept a position with the Maryland Extension Service.

A VETERAN extension supervisor and his wife had just returned from a special banquet where honor and appreciation had been heaped upon a retiring fellow worker. The summer evening was still young and this supervisor and his wife were rocking thoughtfully in the shadows of their own front porch.

“Mary,” he asked unexpectedly, “How many really important men do you think there are in this State?”

Mary rocked quietly for a moment. Then, “I don’t know, honey, how many really important men there are in this State, but—there is one less than you think.”

We could approve that dear wife’s motives, but the chances are that she was wrong. The chances are that her husband—or any veteran extension worker—is one of the really important people in the State.

The Cooperative Agricultural Extension Service was started as a great experiment in adult education; an experiment which attempted the organized extending of useful information in agriculture and home economics on an informal, voluntary, out-of-classroom basis. This was a different approach. This was recognition that the best teacher in the community could be the community itself. This was what Seaman A. Knapp meant when he said, “What a man does himself he cannot doubt.”

This same philosophy of learning by doing was in the mind of A. B. Graham, superintendent of schools in Springfield, Ohio, when, in 1902, he organized his youngsters into agricultural clubs. It was in the minds of Dr. Knapp and W. J. Spillman about 1905, when their traveling agricultural advisers in Texas were grounded by a law that prohibited the railroads from issuing passes to these itinerant teachers. From this “misfortune” came resident county agents like

J. A. Evans, who lived in a community and helped that community to teach itself.

This same philosophy was behind O. B. Martin as he hammered, hammered, hammered on the use of the demonstration; and in the mind of Mrs. Jane S. McKimmon as she cut her way through the forests and brush of outlying North Carolina to help the womenfolk produce and can the protective foods their families needed.

Helping folks to help themselves was the goal of C. W. Warburton through his pioneering years as Federal Director of the Extension Service, when the rules and working memos were developed that gave each State and county extension staff an autonomy which foreign visitors still find difficult to understand.

“We build a rural citizenry proud of its occupation, independent in its thinking . . . with a love of home and country in its heart.” Those who knew Dr. C. B. Smith, extension pioneer and longtime assistant federal director, can still see the kindly eyes and white mustache as he taught us his definitions of service.

With this type of leadership keeping this type of objective before us, Extension has made a contribution to the public welfare that is known and respected internationally. I wouldn’t attempt to put a halo around our collective brows. Virtue is not our only characteristic. Neither is our organization alone among public servants in its devotion to service. We have lots of company, good company, that sets us a fast pace, but the net result has been, as Dr. Smith has said, “a rural citizenry, proud of its occupation, independent in its thinking, constructive in its outlook, capable, efficient, self-reliant, with a love of home and country in its heart.”

One could stop there, but education never stops. The scene changes; new tools replace or supplement the old; new opportunities arise out of new problems; there is the continuing need to know, to consider, to decide. Anyone who helps people uncover the facts and discover the proper course; anyone who helps them “stretch toward an ideal” becomes, assuredly, “one of the really important people in the State.”



We Took Another LOOK

And learned a lot about our county, including leaders we hadn't known

by ROBERT REEDER, County Agent,
Beckham County, Okla.

EVERY county agent worth his salt has more irons in the fire than he can properly take care of. That was the case with me in my county, even back in 1946 when I first started out as assistant agent in charge of 4-H Club work. It became increasingly so as I moved from assistant agent to county agent in the same county. Suddenly I realized that the 4-H Club program had doubled in size since 1946. This, together with other added extension responsibilities, caused Genevieve Kysar, the home demonstration agent, and me to realize more than ever our imperative need for assistance of local leaders to help carry the load of our rapidly expanding extension program.

Along came the farm and home development method which we started to use in Beckham County in July 1954. Associate agents were hired to carry out this program, but right here we realized how badly we needed some good, sound planning. With new workers in the county and a great many changes taking place in our program, this was the time to evaluate and replan the county organization, and to locate leaders recognized by the people in neighborhoods and communities, with special attention given to the areas where there was apparently little extension help.

We immediately consulted Cecil Bauman, extension organization and planning specialist, who surveyed the situation and went to work with us. We decided to remap the county to determine community and neighborhood boundaries, locate active and influential leaders, and at the same

time familiarize the new workers with the county.

For 3 busy days Mr. Bauman traveled the county with us, counseling and demonstrating the proper procedure to follow in getting information we needed from people about their neighborhoods. Boundaries of communities and component neighborhoods were located. After this, the remainder of our office staff worked together for 2 more days, completing a rough map of the neighborhood.

This preliminary study and map of the neighborhoods of the county was a great revelation to us. We found, for example, that some of the people we were using as community leaders no longer had interests in what we were calling their community. This was because of changes in school districts, church organizations, roads, and community activities. We learned again that people frequently do their trading in one community but go to their own center for meetings, community, and social activities. We learned, too, that some people we considered to be leaders were individuals who were doing well as farmers, but because of jealousy, religious beliefs, politics, or some other reason, they were not the ones other people in the community looked to for advice or leadership. We realized why certain demonstrations, field meetings, or educational meetings held in the past failed to reach as many people as we had hoped.

The time spent in mapping and working with the neighborhoods and communities gave us a better understanding of problems that were com-

mon to people in their respective communities. Instead of looking at the county as a whole, with seemingly impossible problems, we started thinking in terms of groups of people with common problems.

The first proof of the value of such a program came at a countywide cotton educational meeting that spring.

Letters were sent to leaders in each community, and, as a result, every community was represented at this educational meeting. The information presented was taken to each community by the leaders. The response in increased office calls for more information from people who had not attended the meeting astounded and, of course, pleased us, too.

Another example of how the selection of good leaders affects the county program is found in the Agricultural Stabilization and Conservation committee. Three good leaders from each of 9 areas of our county are selected, and these 27 men in turn nominate 10 men to be placed on the ballot as committeemen. Through these 27 selected men scattered throughout the county we have an unbeatable group of leaders who help us in the dissemination of information, in getting attendance at group meetings, in keeping us informed as to what information is needed, and in better coordination of agency activities.

Many of these unpaid local leaders are serving also as board members with the Soil Conservation Service, as committeemen with the Farmers

(Continued on page 94)

The Agents Asked For It

by GORDON J. CUMMINGS,

Extension Rural Sociology Specialist, Cornell University

A two and one-half day training conference for New York county agricultural agents on the topic of leadership was recently held at the Cayuga Conference Center near Ithaca. Over 100 agents and about 25 invited speakers and other guests attended. This summary of why this conference was held, how it was planned and developed, and what it appears to have accomplished may be of some help to other Extension people in planning and carrying out similar activities.

The request for the conference as it came from the agents through their professional improvement committee was: "The county agent's skill in discovering community leaders, in developing them, and guiding them as they mature is one of the most important tasks of a majority of agents. A county agent's influence in his county is limited to his own direct teaching efforts unless he is successful in discovering, training, and utilizing leaders in every community. We therefore propose a 3-day conference to meet the practical needs of county agricultural agents. . . ."

The State leader of county agricultural agents brought this request to the attention of the rural sociology department, which was given the overall responsibility for providing subject matter and methods for planning and conducting the conference.

The planning proceeded on these two principles of democratic leadership:

- (1) The conference program would need to be based on leadership problems as they were identified by agents and
- (2) Agents would need to be actively involved in all major phases of planning and decision-making.

A steering committee accepted the responsibility of guiding conference plans and procedures. This was composed of 5 county agricultural agents who were elected chairmen of the 5 regional districts, 3 staff members

from rural sociology, 1 representative of agricultural extension specialists, 2 assistant State leaders, and the State leader, who served ex officio. At their first meeting this committee decided on the time and place for the conference, elected an executive committee composed of four of their members to handle correspondence and administrative matters, and appointed another member to conduct a census of leadership problems confronting agents. This was essential to a sound basis for determining conference objectives.

The problem census was carried out through five regional meetings of agents. Each agent was asked to complete a brief, pretested questionnaire that was designed to get at the extension leadership situation in each county. The agents also met in small groups to list and discuss the problems they had experienced in working with county extension committees. Much of the resulting data were summarized and mailed to all agents about 6 weeks before the conference for the purpose of providing background information and to maintain interest in conference plans and developments.

Another method of identifying problem areas was through the observation of meetings of executive committees and boards of directors of county farm and home bureau and 4-H associations, the sponsoring group for extension activities in New York counties. A third source of information was from data collected in interviews with farmers in a county that was in the process of studying and analyzing its extension leadership situation.

The steering committee met again and, on the basis of the above information, formulated the following conference objectives from the agents' point of view:

- (1) To acquire a deeper understanding of what leadership means and how it functions.

- (2) To acquire a better understanding of the role of the county agent in the field of leadership.
- (3) To get specific help for dealing with specific Extension committees.

The program designed to accomplish these objectives included lectures, followed by question and answer periods, small group discussions, case studies of particular situations presented by agents, a skit portraying many of the problems in meetings, a report on research findings, a film on group discussion, colored slides of meetings, organizational charts, and a display of selected books and articles on leadership.

During the conference the steering committee met periodically to evaluate progress in terms of the conference objectives. A graduate student with training as a group observer reported his observations to the steering committee and made one report to the entire group about midway through the conference.

Proceedings of the conference were tape recorded, transcribed, edited, summarized, and distributed to all agents and other persons who attended the conference.

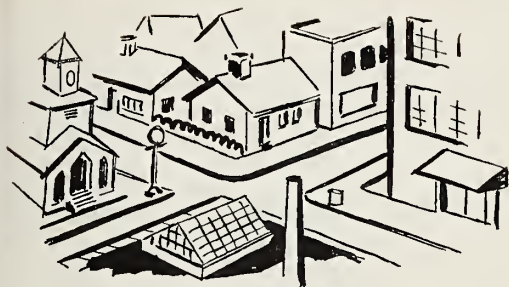
The conference closed with an evaluation. Agents met in small groups to discuss these two questions:

- (1) What are the main things we have learned about leadership at this conference?
- (2) What followup to this conference do we as agents want?

Answers to the first question indicated (1) a better understanding of leadership and how it functions, (2) changes in attitudes toward agents' responsibility in developing local leadership, and (3) an increased awareness of techniques that are available for training leaders.

In answering the second question above, agents requested (1) help from the college in setting up leadership training sessions for people in the counties, (2) brief, understandable summaries of research in the field of human organization and leadership, and (3) more research in the counties on extension organization and leadership problems.

What makes them tick?



My Observations of Two Successful Community Organizations

by A. A. LIVERIGHT, Director
Center for Study of Liberal Education for Adults, Chicago, Illinois

IN my study of adult education programs, I have been especially interested in two rural programs. One was the county education program of the Farmers Union in Montana; the other was the county home demonstration program in Newton County, Ind. In both of these programs the leaders were more a part of their group, closer to the members, more experienced and in most cases more dedicated than leaders of any of the other groups I observed. In both situations, the relationship between leaders and group members was a continuing one. The groups themselves had existed for a long period of time—they were not short-term groups organized for a special purpose, as was the case in many other programs.

One of the most distinguishing characteristics of the Farmers Union program is its great diversity. Included in it are the regular 1-week State schools run for educational leaders during the winter; the network of summer youth camps directed by county education leaders for junior members; the educational portion of every county meeting in which both adult and youth members plan the educational portion of the programs; the special annual bus trips to Washington for adult members and additional bus trips to State and National conventions for adults and youth; the regular study programs for junior members set up by national and State offices, and led by regular county educational directors. These are only a few of the great

variety of educational activities carried on by the Farmers Union.

This educational program is geared to the total man, to his entire family, and to the society in which he lives. It is a continuing program, and one in which considerable time is devoted to training leaders and to providing them with materials for use in county programs. The educational leaders are entirely committed to their program, devoting enormous amounts of time and energy to it.

Although the program I observed in Newton County, Ind. was not quite as varied, it was equally energetic. Mrs. Elizabeth Smart, home demonstration agent for the county, was kind enough to let me sit in on one countywide training sessions, at which local club leaders were briefed on the lesson in carpet buying. Subsequently I sat in on four club meetings—some were carrying on the lesson in carpet buying and several were covering a session on buying and cooking such meats as liver and kidneys.

The people who participated in these local club meetings, although more than a thousand miles away from Montana groups, were amazingly similar. They had many of the same concerns and most of the same interests. They were worried about their teen-agers, about their recent operations, about how hard their husbands were working, and about why certain people didn't show up at the club meetings. In both cases, young children were milling around and were entirely accepted as part of the meeting.

Both projects did, however, have a certain vitality, continuity, and involvement apparent in very few urban adult education programs. Here program leaders were concerned with a variety of interests and concerns, not with only one kind of subject matter. Whereas a union, an industry, a church, a Great Books, or a parent-teacher program is often concerned with only one facet of group members' lives, both the home demonstration and Farmers Union programs were concerned with the whole man.

In the rural programs, an educational program was built into an ongoing, continuing, closely knit group (in the case of the Farmers Union, a county organization; in the case of the home demonstration program, local clubs) which has resulted in opportunities for the program's continuing over the years, which is not the case in urban communities. Another factor operating toward continuing programs and activities both in Montana and Indiana, and, of course, in most rural programs, is the fact that rural ties and interests are closer and more uniform than those of city residents, and opportunities for spectator recreation are less. Rural women must depend more on themselves and their own inner resources for their development and recreation.

Viewing these two programs, one finds that adult educators generally have much to learn. The Indiana and Montana experiences indicate that

(Continued on page 93)



by CARL E. ROSE, *County Agricultural Agent, Washington County, Ark.*

To Raise LEADERS

Where none grew before,

Use equal parts of

COMMON SENSE
GOOD HUMAN RELATIONS
EXTRA GOOD TRAINING

the program is a community or county program and not a county agent program.

3. Give the leader a definite job to do. A leader without a job will soon cease to be a leader.

4. Help the leader by providing training and encouragement—A pat on the back is only one of the many good methods.

5. Insist on leaders being responsible for community meetings and presiding at least at the beginning of the program.

6. Give recognition to leaders that do a good job. This can be done at meetings, through newspaper articles or radio. Most people like to see their names in print; therefore, newspaper articles are effective in giving recognition to leaders.

Our Objective Is People

(Continued from page 76)

we may fail to add newcomers from the "informal leaders" to the ranks of leadership. If we wish to bring fresh suggestions to program-building we should consider identifying and recruiting informal leaders.

10. The preceding nine considerations are listed to indicate that the participation of leaders in the extension enterprise is not incidental to the extension program, but is, indeed, a primary objective of extension work. The participation of the people in the workings of governments and universities is a demonstration of the greatest consequence, for the place of extension work is in the American community. To maintain and to strengthen this demonstration, we must display the most subtle skills known to the field of education, including a true extension philosophy which is devoted to the development of people. We must have the genius of dedicating people to solving the problems of farm and home, community, and national issues; the humility which is required when an extension worker performs his task with and through the efforts of other people; and the vision of providing an experience through which extension leaders may be assured of the fullest achievement of the disciplines of learning, of wise choice, and of faith.

THE success of any farm program depends to a large extent upon the work of adult leaders. We have often heard it said, "There are no leaders in the community." In all probability, there are no effective leaders in evidence, but this does not mean there are no leaders available. There are potential leaders in all communities, and it is the extension agents' responsibility to provide the proper motivation and training.

When I became county agent in Washington County in January 1948, I immediately began to find out who were considered leaders and how effective they had been in the past. I studied past annual reports, including reports of different organizations in the county. I made farm visits to get acquainted with people and determine their interests. I attended community meetings to get better acquainted and to observe leaders in action. These meetings proved helpful as they provided an opportunity for me to see who participated in the discussions, which, in some instances, were the basis for selecting new leaders where needed.

A county agent could spend full time training adult leaders and, in all probability, would develop a stronger agricultural program than now exists. In most instances, an agent has so many demands for his time that something must be neglected and usually leadership training is the first part of the program to be neglected.

In selecting leaders, I have observed the people who are liked and respected by the people in the community. It doesn't take many visits to a community to find the person others in the community look to for help and guidance. He may not necessarily be the biggest and wealthiest farmer.

One of the best ways to interest a person is to get him to conduct a demonstration on his farm—one that he is particularly interested in. As others watch the results of the demonstration, this man becomes more enthusiastic and gains confidence in his ability to help others.

We rely on published materials to supplement individual training for leaders, using several methods of distribution:

Individual contacts by agent
Countywide training meetings
District training meetings
Circular letters, bulletins, and other printed information
Telephone, newspaper, and radio
Project clinics
Office conferences.

Some of the policies I try to follow are:

1. Sell the leader on the job to be done. Convince him that his job as a leader will be honorable and dignified and that he will gain the respect of his neighbors by making a contribution to the program. He himself will benefit by the experience.

2. Help the leader to realize that

LEADERS and LEADERSHIP

by COOLIE VERNER, *Associate Professor of Adult Education, Florida State University*

THE quality of leadership in our organizations is one of the principal factors that determine the nature of community life. In some instances we find a plenitude of competent leadership. In many other instances we find organizations that bemoan their lack of leadership. Familiar to anyone who has worked with organizations is the plaintive cry: "But we have no leaders."

This is nonsense, of course, for there is no community in this Nation that is so impoverished in human resources that it has no leadership. It may be quite true that there is no constructive democratic leadership, but there will be some leadership even though it may be bad.

The difference between a community with constructive leadership and one without can be measured in terms of the attitudes of its people. While there is no lack of potential leadership resources there may be an absence of any sense of cooperative group life and an unwillingness to accept the responsibilities of citizenship and group participation.

Our concern here is with democratic leadership and the development of leaders who can function within the context of the democratic process. This is impossible in a totalitarian society where leadership as we know it does not exist. Such authoritarianism destroys the individual will, corrodes the human personality, and thwarts cooperative group action.

Democratic leadership cannot exist where there is no sense of cooperation—for leadership is the ability to help group members recognize their common interests and to inspire them to take action to achieve common goals.

Without such leadership for associated group action our society could not exist in the modern world. This is so because of the exceedingly complex nature of our communities. Within any one of them we find a vast and diverse array of organizations that seem to be growing in

number like biological cells. As any single organization grows to a size where impersonality replaces intimate acquaintanceship, smaller, more personal subsidiary groups break away and form another cell. Look to your own community. At first there was one woman's club or one Baptist Church, but soon there was a junior woman's club and a second Baptist Church. In such a panorama of complexity, leadership is essential and the success of an organization depends upon the quality of its leadership.

In our communities we have essentially four types of leadership.

Institutional Leadership



All persons holding offices in a community whether elected, appointed, or otherwise designated to carry out routine functions are institutional leaders. Thus our county officials, our teachers, preachers, and home agents are institutional leaders. The leadership function associated with the position continues even though the occupant may change. Such leadership is not progressive and rarely democratic. The function of this type of leader is to assist the group in maintaining its customs, purposes, and attitudes—in other words, to maintain the status quo.

Situational Leadership



At times, conditions of life in a community become such that radical changes are necessary. Because the institutional leaders are a part of the existing inadequate social structure, they are sometimes incapable of constructive guidance. In such instances, an individual in the community becomes aware of the situation and proposes a solution—a way out of the dilemma. He is a situational leader and he releases the energy of a static, paralyzed community. Our most familiar example of this is Franklin D. Roosevelt in his first term of office.

Dictatorial Leadership



Both institutional and situational leaders may develop into dictatorial leaders. We find dictatorial leadership in communities that are burdened by the paternalism of an old family, or by a political boss, a perpetual officeholder, or the manager of a dominant business. Such people exercise virtually complete and paralyzing control over the life of the community. Such control may be subtle or obvious, but it is always debilitating and dangerous.

Creative Leadership



This is the ultimate of democratic leadership. The essential ingredients are a genuine vision of the potentialities of human society and a desire to encourage and help others to develop their own abilities fully. A creative leader derives his greatest satisfaction from releasing power in others rather than in exercising power for his own

(Continued on next page)

personal satisfaction. The creative leader always has the welfare and best interests of his group uppermost, and he is certain that he remains in the background. When the creative leader has helped his group achieve its goal, they are unaware of the role of his leadership in their success and they do indeed say, "We have done it ourselves."

With these kinds of leadership in mind let us turn now to the ways in which people become leaders. Let me assure you first that there are no born leaders. Leaders are made—not born. They are made by the circumstances in which they find themselves and by their willingness to learn the skills and techniques of leadership. The national home demonstration program is geared to the development of leaders in our rural areas through training for leadership and by creating situations in which those skills can be used. The women's



clubs have such an opportunity in urban areas. The 4-H Clubs and Future Farmers of America do outstandingly well in training our rural young men in leadership skills.

An individual can become a leader if he has the desire and the skills for leadership and if he happens to be in a situation that calls for leadership at that time, but all of these elements must be present.

Hitler could not have risen to power and subsequently terrorized our world for 10 years, if the social conditions in Germany had not been such that his drive for power was acceptable. The Weimar Republic failed because the German people were unwilling to accept the responsibilities and self-discipline of a democracy. With the economic collapse of that nation they were eager to accept the promises of anyone who would shoulder the responsibilities they denied. Hitler was the man with the promises and he quickly assumed power and authority.

Washington became our First Soldier and President because the conditions existing in the American Colonies were appropriate for the kind of inspirational leadership he

could offer. This is true, too, of Jefferson or Lee and of the many potential leaders who are now in our communities ready to employ their particular leadership skills should the social conditions require them.

Appointed

A person may become a leader in several different ways. He may be appointed from above. The principal, the preacher, and the home agent are appointed leaders. In general, appointed leaders occupy institutional leadership positions and the individual person can be appointed or removed without seriously influencing the continuity of leadership. Such leaders have a difficult task of making followers out of the group they are working with. They must build an *esprit de corps*, so the group will give willing service in a common cause that is not usually selected by it.

Appointive leaders are quite common in our society, but not easily recognized. When the home agent selects a woman for leadership, she is making her an appointed leader and her success is dependent upon her ability to create a cooperative group. This is the middle ground of leadership and, while it is not representative of the best democratic leadership, an appointed leader can operate by the principles of the democratic process. The range and latitude within which such a leader may operate is controlled by the higher authority that appointed him; however, he can develop real democracy within those limits.

Self-Constituted Leader

Any individual with an intensive will to be a leader, with some skill, and fortunate enough to be in the right place at the right time can make himself a leader. This is the type that we usually and incorrectly call a born leader. Such a person has an assertive ego and a strong, domineering personality.

Self-constituted leaders are primarily interested in their own development. They have a strong determination to achieve their personal goals, regardless of the cost to the group, the organization, or the community. They operate in such a way that they make people subservient to

them. We find this kind of leader in every form of activity, business, politics, local affairs, and in our clubs and organizations.

Leaders of this type are successful for a time because we are misled by them; however, in our democracy we eventually disown them.

Group Selected Leader

The third type is that leader which the group selects for itself. This is, of course, the most democratic means of achieving leadership. It has an advantage over all other forms in that the group is predisposed to follow a leader they have chosen for themselves.

Such a leader starts with a reasonable agreement among those he is leading, but he must sustain and deepen the support and cooperative intent of his group. He will be most successful when he can help the group get what it wants with the least dissension and the greatest sense of unity and self-realization.

A group-selected leader may represent the highest form of democratic leadership, but in the process of selecting a leader the group should look for certain qualities:

- The individual must be acceptable to all members.
- He must be sensitive to other people—to their reactions, needs, interests, and potentialities.
- He must have a willingness to lead.
- He must have a mastery of the essential skills of leadership.
- He must have a capacity for and a desire to continue to learn.

Thus, we want to avoid the selfish, the arrogant, or the dogmatic, opinionated person who is not genuinely interested in developing the personality and service skills of the members of the group he is to lead.

These kinds of leaders and leadership will be present to some degree in some communities, but not all kinds will be found in every community. It is strange to note that each community and group seems to have its own preference for leadership types. There are those groups that are wholly incapable of accepting the responsibilities that are required by a democracy. This was true of Germany

(Continued on page 86)

Success Breeds Success in Developing 4-H Leaders

by CLYDE N. TAYLOR,
Assistant County Agent,
Blount County, Tenn.



Blount County, Tenn. 4-H Council and committee members at work on program plans. Left to right: Bobby Everett, Louise Lane, Guy Walker, and Betty Sue Russell.

SUCCESS breeds success, once you get well started. That's what happened when the Blount County, Tenn. 4-H Club Council was organized. We know that strong leadership is essential to an outstanding 4-H program, and the way to have leaders is to give them fertile ground in which to develop.

Within the past 5 years, Blount County has had the vice president of National Rural Youth, president of Tennessee Young Farmers and Homemakers, two vice presidents and two district presidents of Tennessee Young Farmers and Homemakers Club, 2 vice presidents of Tennessee 4-H Clubs, 1 district president and 4 district officers, 2 district presidents of the 4-H All Stars and 5 other officers. At the present time older youth are holding important offices in the Farm Bureau, Blount Livestock Association, and Artificial Breeders Association.

The success of the 4-H Council activities has developed greater confidence and enthusiasm among the young people who have served as members. The council has provided many opportunities for them to test their skills as leaders, and most capable teen-agers are willing and eager to accept responsibility if they have half a chance. The officers are asked to preside at countywide 4-H Club meetings, such as the 4-H Awards Dinner, 4-H Rally, 4-H Share the Fun Festival, and all the other numerous activities.

There has been a large increase in

participation of senior 4-H Club work during the past 5 years. We attribute this to the 4-H Council which developed a program to fit the needs and the interests of different age groups. At the beginning, they doubted if it were possible to have a satisfactory senior club or junior club program. Therefore, extra events and activities, based on their local interests, were introduced to attract these older boys and girls. Today the most capable junior 4-H members are staying in 4-H work.

The 4-H Club Council was organized with definite objectives and has striven consistently to reach for those goals. Council responsibilities are basic to the development of leadership, planning and development of the program, and the determination of local policy.

The membership is made up of both 4-H members and adults. The officers of the Blount County Honor Club, an organization of outstanding 4-H members, make the nucleus. To this group we add six adult leaders. Four are actually serving 4-H Clubs and two are chosen from the overall county agricultural committee.

Since the 4-H Honor Club officers are senior club members, we also select from those recommended by the extension agents or leaders four junior 4-H Club officers to serve on the council. The junior council mem-

bers are carefully chosen on record of activities, thinking ability, and enthusiasm for the 4-H program.

We differ with the idea that every junior 4-H Club officer automatically become a member of the 4-H Council. In this county there are 40 4-H Clubs with a membership of 2,500. Each club has 7 officers which would raise the council membership to 280. Unfortunately not all junior 4-H officers possess the ability or enthusiasm desirable for a successful council.

The fact that the majority of the Blount 4-H Council are senior club members gives the council a group with thinking ability well founded in 4-H problems and programs. Very often the council has been confronted with problems which the council membership did not have sufficient knowledge to solve. In these cases the council has appointed committees with the necessary experience and information to act for the council.

For example, it was pointed out to the 4-H Council that promotion of better breeding in dairy cattle was essential to the 4-H program, but there were no registered calves available locally for those 4-H members who wanted them. The council appointed a committee of dairy farmers, who, as a result, imported 34 registered dairy calves from Canada and held a rebate sale to distribute the

(Continued on page 94)

NEWS and VIEWS



Reporters from group sections present findings at Washington State conference. Dr. Zeno Katterly, left, is moderator.

Taking the Lead in Program Planning

Program planning and projection in the State of Washington got a real "shot in the arm" in October 1956. Over 200 community leaders and resource people from the 39 counties participated in an extension sponsored conference and workshop on community planning held on the campus of the State College.

Cooperating groups included: The Washington State Grange, The State Farm Bureau Federation, the State Homemakers Council, and the Washington State Federation of Women's Clubs.

Already there's some evidence that the workshop has taken root and that local leaders have begun to use the skills they acquired in the group process of "working together in our community."

Very soon now we plan to check with each participant to see if the sessions helped to solve practical community problems. If they did, the event may become an annual affair.

Participants were members of the four statewide organizations mentioned above—leaders in agriculture, health, recreation, schools, welfare, the church, vocational rehabilitation, and related areas. They were county commissioners, extension agents, city and county planning executives, youth workers, workers with the handicapped, and others.

They helped plan the conference and workshop through representatives on a steering committee. They came with problems and questions. They discussed possible solutions and they laid the groundwork for program planning and action through the medium of the recommendations they proposed in their work groups.

For 2½ days the participants, under the leadership of college and outside personnel, searched for answers to three major questions facing county agents and lay leaders in every section of the State. (1) How do we get started in program planning? (2) How do we get the facts to be used for sound planning (3) How do we develop sound programs of action?

They came out with a host of answers. As a sample, here are seven basic principles in developing action, as they saw them: Be sure that leadership includes all people concerned about the problem; be sure that all groups are represented; be sure that all facts are presented; face the facts with an open mind; develop a clear statement of objectives and goals; develop a feeling for continued evaluation and action; and apply methods appropriate to the specific problem.

Many of the resource people at the conference and workshop were from the Washington State College faculty; others represented every major department of State government. Dr. Zeno B. Katterly, dean of the Wash-

ington State College School of Education was workshop leader and Dr. Robert Haas, Head of Extension Education, University of California, Los Angeles, was consultant-trainer in group action.—A. A. Smick, *Community Organization Specialist, Washington.*

"Leader of the Month" A coveted award in Michigan

For 10 years, the Leader of the Month radio program over Detroit's 50,000-watt station, WJR, has brought stature and recognition to the local volunteer 4-H Club leaders in Michigan.

The warm friendliness of Farm Editor Marshall Wells and his sincere interest in the 4-H Club program and its leaders has made selec-

Marshall Wells (center), WJR farm editor, conducts an interview with Mrs. Henry Parker, Battle Creek, on his 4-H Club Leader of the Month program. Russell Mawby, Michigan State 4-H Club Leader, also participates.



tion for this honor a prized goal among our approximately 10,000 local 4-H Club leaders.

Recipients for the honor are selected from a list of candidates provided by county advisory groups and county extension staff members. Selection is based on their contributions to the 4-H Club program and on their ability to tell their story in an interview with Mr. Wells. The 13-minute program is aired the last Sunday morning of each month over Michigan's most powerful radio outlet.

The local leader and his wife, or her husband, are guests of Mr. Wells and Station WJR on an expense-paid trip from their home to East Lansing. A small dinner is held in their honor in Kellogg Center, where they are housed. University officials, 4-H Club staff, and extension information officials are invited to the dinner at which Mr. Wells is the host.

In the radio program we endeavor to bring out the significant features of the leader's work, achievements of some of the 4-H Club members under his leadership, and the pleasures of local leadership. This recognition serves our 4-H Club program in Michigan in the following ways:

It provides an opportunity to recognize individual local club leaders for outstanding leadership.

It provides an occasion to pay tribute to all local leaders for their remarkable record of service to the young people of Michigan.

It provides an opportunity to convey to other local leaders, ideas and suggestions which have been successful.

Finally, the enthusiastic and sincere comments of these leaders contribute to excellent public relations for our club program.

While it is impossible to measure in concrete terms the contribution Station WJR and Marshall Wells are making to 4-H Club work through this program, comments from throughout the State would indicate it is impressive. We know it encourages many good leaders to continue and motivates capable people to offer services as leaders. We are fortunate to have such fine 4-H Club friends. —*Russell Mawby, State 4-H Club Leader, Michigan.*

4-H'ers Spark Township Election

4-H members take an active part in agricultural extension council township elections in St. Charles County, Mo. They help drive home the need for choosing council members who are interested in and ready to devote time to the county's extension program.

When Calloway township held its election at New Melle, Mo. the Calloway 4-H Club with 41 members was responsible for the 4-H portion of the program.

J. B. Carmichael, county agent, opened the program with a color slide story of county extension program highlights during 1956. Mrs. Ora Schnarre, community club leader, gave a slide story of the Calloway 4-H Club in action.

Then Robert Schmidt, Jr., the club's "veep," took the spotlight to tell the folks about his activities as a delegate to the 1956 American Royal 4-H Conference in Kansas City. Young Schmidt didn't stop with his resume of the conference's functions. With naive injections of typical country-boy-in-the-big-city adventures, he entertained the crowd.

When the crowd regained some of its composure, Mike McCabe, budding young entomologist, pushed a beehive (devoid of bees), to the speakers' table and soberly announced his subject, "Life Habits of the Honeybee." Everyone settled back in his chair, but 30 seconds later, an agape group was sitting on chair edge. "Prof" McCabe had a 4-H Bee project and really knew what he was talking about, plus being a polished, yarn-spinning orator. Before finishing, he had painlessly upped the honeybee knowledge of the audience about 100 percent.

Mrs. Schnarre, Bob, and Mike showed this influential township group what a progressive community and county 4-H program can do for youngsters. You could see a parental glow of pride and feel the respect elders had for these youngsters as they displayed fine leadership and personality qualities acquired, in part, by taking advantage of 4-H opportunities.

When balloting time came, each voter seriously considered who would best represent Calloway township on the St. Charles Agricultural Extension Council.

Extension Agents Receive \$500 Awards

Eighteen county agricultural and home demonstration agents recently received \$500 awards from the Citizens & Southern National Bank, Atlanta, Ga. Awards were made for outstanding work with 4-H Club members, home demonstration clubwomen, and adult farmers.

Three of the State extension staff also received \$500 awards. They are: Avola Whitesell, clothing specialist; Dorsey Dyer, forester; and J. R. Johnson, agronomist. They were cited for their efficiency in interpreting research results from College of Agricultural Experiment Stations and other sources, then developing programs for speeding the information to county workers, and thus to farm families.

W. A. Sutton, extension director, said, "The awards are made to encourage higher achievement among those who expect to be in extension work for some time."

Mills B. Lane, Jr., president of the C & S Bank, presented the awards to the 21 leaders at a luncheon in Atlanta, attended by the president of the university and other officials.



Dr. O. C. Aderhold (left) president of the University of Georgia, presents \$500 awards to C. Dorsey Dyer, Extension forester; Dorothy Bond, home demonstration agent in Richmond County, and W. R. Carswell, county agricultural agent in Decatur County. Right are R. O. Arnold, chairman of the Board of Regents, and John J. McDonough, a member of the board.

150 Farm men and women look critically at Lewis County, Wash.

by RALPH E. ROFFLER,
Lewis County Agent, Washington

LEWIS County, located in southwest Washington midway between Seattle and Portland, is a highly diversified agricultural area. It's 3,000 farm families are members of many different farm and rural interest groups. Most of these groups were organized along commodity or special interest lines and are performing a very important and essential service to their members.

In 1952 a group of interested citizens met and discussed the possibility of forming a countywide organization that would have as its objective the development and improvement of the county. As a result of this interest, the Lewis County Development Association was formed. Shortly thereafter two active committees were established, the Timber Resources Committee and the Water Resources Committee.

After these committees had operated for two years it was felt that agriculture—one of the important resources of the county—should also have a countywide planning and development committee.

In discussing a plan of organization, the sponsors felt that it would be best to utilize the framework of already established farm groups. As a result, all farm groups as well as organizations with a definite rural interest were invited to send representatives to a countywide meeting. Held in February 1955, this meeting was attended by representatives of 16 groups.

Later a constitution and bylaws were adopted and the new organization named the Lewis County Agricultural Resources Council. Membership has steadily grown until today

there are 41 different organizations participating. The council averaged 4 meetings a year with average attendance at 30 to 35 delegates.

The first few meetings were characterized by a wide variation in interest and objectives. Gradually, a singleness of purpose has developed. Today the council is accepted as the coordinating body on all programs of a rural nature.

Last year the board of directors felt that the council should embark on a comprehensive planning and development program. The directors said, "It's time that our rural leadership took a close look at the present farm and rural situation in the county and did some real thinking on what needs to be done to improve conditions."

The council unanimously adopted the idea. A total of 10 committees were formed covering the most important phases of agriculture and rural living in the county. The committees were: Poultry and turkey, dairy, farm forestry, livestock, horticultural crops, farm crops, farm economics, rural youth, family and community living, and soil and water resources.

The board of directors, with suggestions from the entire council membership, appointed men and women to the committees, each with about 15 persons. Over 150 people are helping to develop a blueprint of future development.

The committees have been extremely busy during the past 2 months. It's a real inspiration to see the serious and wholehearted way they have accepted their responsibilities. Some of these meetings were held during the worst winter weather experienced in over 30 years. Even so, the attendance has consistently averaged over 80 percent of the total committee membership.

Committees have divided their activities into five major phases. These are: Secure facts and information, list the major problems, prepare goals for future attainment, make recommendations on how to reach goals, and assemble all into a brief report.

Committees are planning to have their reports ready by April 1, so that they may be assembled into a county report. It is hoped that this

report can be printed and given wide distribution in the county.

As W. H. "Steve" Hansen, chairman of the agricultural council, stated, "The combined brain power of over 150 farm men and women working together on the outlook and recommendations should give us some real 'grassroots' thinking on what is needed to improve our county and how we should go about it."

Certainly, the men and women working on the program and members of the council should be better informed. They will have learned how to develop sources of information on local problems and their solutions. They will have a better understanding of the current situation in the county. They will have gained real experience in working together on a broad and comprehensive project. They will be more able to take their places as leaders in their community, county, and State.

Leaders and Leadership

(Continued from page 82)

at the time Hitler came to power. The people in such instances prefer an authoritarian leader who will make decisions for them. This may result from insufficient wisdom to make intelligent decisions as a democracy requires or from the lack of will to be free and self-governing.

On the other hand, many communities are too mature and democratic to tolerate authoritarianism and selfish leadership. These communities will accept the responsibilities of citizenship in a democracy and participate actively in the decision-making process.

If our society is to continue as the leader of the free world we must strive to raise the level of maturity in each organization and community. We must strengthen and develop our process of group selection and build creative leadership.

Each of us has the responsibility to participate in the selection of our leaders, to guard against the rise of authoritarianism, and to insure that our own personal leadership is itself democratic. Then and only then shall we remain a proud and free people in our organizations, our communities, and our Nation.

School Bells Ring for Young Homemakers



by MRS. MARIAN BEEBE,
State 4-H Club Agent,
Missouri



Ruth George, Audrain County, Mo. home agent, conducts a class for young homemakers on the topic "Where my money goes."

YOUNG homemakers in Missouri are going to school . . . and liking it.

Schools sponsored by the Extension Service are being held for young homemakers under 35. The home agent is the teacher.

Young homemakers enroll in the school as in any other school. They have reading assignments, quizzes, and homework. The school term is approximately 5 weeks. Classes are held once a week, for one long session, rather than daily.

The initiation of a school for young homemakers is not a simple matter of ringing the school bell and registering the homemakers who flock to enroll. Prospective students must be motivated to *want* to enroll.

And, of greater importance the enrollees must benefit from each instruction period, or they will not continue to come. No truant officer will usher delinquent students to class.

Special promotion, careful preparation, and involvement of the home economics councils and the young homemakers themselves preceded the starting of classes.

Here's how it worked in Audrain County, the first Missouri county to hold a school for young homemakers.

Support Secured

Ruth George, the home agent had been aware for some time that the extension program was not meeting the need of young homemakers. They wanted special help on home and money management problems. So

Miss George conceived the idea of giving them regular classroom lessons. This was out of the ordinary, a different method than she had been using.

She wanted to offer this new service for a limited age group only. Would club members of other ages approve? Would they be willing to relinquish time she might spend with them, so she could devote time to preparing and conducting the schools?

Presenting the plan to the county home economics council, she received their approval and full support. This was an important step. With their cooperation the regular club program functioned as usual.

The council members contributed to the success of the school by getting names of and talking to prospective students about enrolling. They also provided babysitter service for young mothers, and then honored the girls who completed the course.

Asks Young Homemakers for Advice

To be sure that she was offering young homemakers the kind of help they wanted and on a subject they wanted help in, Miss George selected an advisory committee of eight young homemakers.

Each of the girls had different backgrounds. Some had children, some did not. Some were born and reared on farms, others in the city. Some had attended college, others had not. By getting advice from girls

of varying backgrounds, education, and experience she was more assured that the school would have a general appeal to all young homemakers.

This committee had the final decision as to the topics to be included in the schools, the length of each session the length of the "term" and the hour of the meeting. The subjects were on time management, food buying and meal planning, and money management.

The girls were enthusiastic about the school and invited their friends to enroll. Ruth alerted other young homemakers in the county through radio, news articles and by letter.

School Begins!

Four weeks later, the first class was held. Forty-four young homemakers enrolled. Of the 44, all but one enrolled as a direct result of being invited by an extension club member or a member of the advisory committee, proof that the involvement of the council and young homemakers was essential.

Fifty percent of the women who enrolled were not extension club members, and almost half of them were receiving their first contact with the Extension Service.

Rollcall at the beginning of each class was a report on the home assignment. After each class the "schoolgirls" did their home assignments with more zeal than college students. Typical of these were: Im-

(Continued on page 95)

The Program Is Theirs, Not Ours

by PARKER RODGERS,
Boone County Extension Agent, Missouri

It is often said that Extension is a bulwark of democracy. Accepting that statement at face value, we conclude that the people must have a say in what is done and in doing it . . . which leads straight to the subject of local leaders.

Narrowing our focus, it's easy to see that through the help of local leaders, a county staff can be enlarged as much as 18 or 20 times. That certainly justifies greater effort in enlisting their interest and working with them on the job. There's a big extension job to be done. How much of it, and how well it is done, depends upon the support of these local leaders.

Getting the right leaders, especially for program planning, is not simple. There seems to be no "tried and true" method. Using the old, while searching for the new, we keep trying. People are often selected by their friends and neighbors because of achievement or leadership in some other field. However, as agents, we can help "discover" prospects, sometimes less obvious but better quali-

fied persons, by pointing out their leadership experience. Selection by their neighbors is a pleasant tribute and places a responsibility on them that is usually taken seriously.

Once people are involved in studying today's problems, they are ready for the plunge into planning for tomorrow. This is often called program projection. In Missouri, we call it county rural program development.

It's a method for jointly recognizing problems, and then setting up the machinery, with lots of local help, to solve them. In the process of "getting into the act" and over the stage-fright hurdle, new leaders develop rapidly through successful participation. Their experience kindles their interest in and enthusiasm for the extension program. As they establish within themselves the capacity for leadership, they develop the confidence they need to help carry on the program.

Development and training of local leaders are closely related. The point

where one leaves off and the other starts is difficult to locate. But we do train them by placing in their hands the tools with which to work—facts, literature, procedure outlines, program ideas, and inspiration.

A good extension program is worth little unless leaders have had an important part in developing it. Then it's theirs, not ours! At this point, those of us who go ahead on our own, forgetting that leaders stand ready to help, have already failed. It's their program and they want to help carry it out. It's so easy for us agents to get in their way—to be the stumbling block. At the other extreme, if we turn it over to them, and aren't on hand at the right time to pitch in, to provide leadership, or to lend encouragement, we would also fail.

We must be the spark that gets things moving. Then we've got to know when to stand back and applaud—when to pitch in and work like mad. How well we perform at this point may determine whether we have a "one-man show" or a real county extension program.

Bulletins for More People

To be successful today, a farmer must have the latest available farming information. He must have that information as quickly as he can get it and in a form that he can understand. Getting information on the latest research developments to people who can put it to valuable use is a problem everywhere. To help solve that problem, County Agent Donald Klebsch and I of Meade County, S. Dak. have compiled an agricultural bulletin check list that is made available to every farmer and rancher in our county each year. This method has proved to be effective.

Last year, 1,501 bulletins were re-

quested by 81 agricultural people in the county as a direct result of this new method. It was interesting to note that most of the bulletin orders came from people who seldom or never call at the extension office.

The Meade County agents have found this method of distributing information to farm families extremely useful for many reasons.

● The bulletin list reaches everyone in the county. Obviously it was impossible for everyone to call at the extension office due to distance and lack of time, assuming that it occurred to them to do so.

● Everyone has an opportunity to know what free information is available. Before the bulletin list was de-

vised, many people did not realize that they could get reliable and practical information on many of their major problems.

● The check sheet bulletin list is quick and convenient, and it allows farmers and ranchers to select the information they desire in the leisure of their own homes rather than hurriedly selecting bulletins at the extension office.

● It gets information to agricultural people while it is still new and useful to them.

Try the check sheet bulletin list. It worked in South Dakota and it can work for you.—Joe Rovere, Jr., *Meade County Assistant Extension Agent, South Dakota.*



Officers of the Fond du Lac County Junior Leaders' organization meet with Harold Reinecke, associate agent, to plan their yearly program and receive training in the conduct of officer training schools.

Try 4-H Officer Training

by GEORGE MASSEY and
HAROLD REINECKE,

*County Agricultural Agents,
Fond du Lac County, Wis.*

As a county increases its number of 4-H Clubs, extension workers face new problems in serving each club and keeping it functioning. If every 4-H Club officer really knew his job—but how do you manage that?

Fond du Lac County, Wis. has been using an "officers' training school" for nearly 10 years and gives a warm endorsement to the idea. A day of training every winter saves hours of frustration the rest of the year.

Shortly after the annual election of 4-H officers for the 43 clubs in the county the officers' training school meets.

Presidents, vice presidents, secretary-treasurers, and reporters are all invited. Meetings are held in buildings where they first meet together and then divide up by club office for more specific training. The schools are held on Saturday or during a school vacation, so that a high percentage of the officers will be present.

One of the county extension workers is in charge of each group. Through group discussion the officers learn about the responsibilities and procedures of their 4-H office.

This year junior leaders who have held offices in their local clubs were on the program to tell of problems they had encountered as 4-H Club officers and how they handled various situations.

Local businessmen have usually

been on the program, too. For example, reporters from local papers are frequently speakers at reporters' sessions. Visits to the local newspaper and radio station are usually a part of the training schedule for the whole group.

Each year 4-H officers are reminded that their club training and experience prepare them to carry more challenging responsibilities as adults. They have a chance to see that as members of adult groups much of their future participation in county and community activities will be similar to their 4-H work.

What are some of the results?

Enrollment has steadily increased. In achievement Fond du Lac County ranks among the highest in Wisconsin. More and better 4-H exhibits are being entered at our county fair and other places where 4-H work is shown. We believe that officer training has contributed to this high standard of performance.

Officer training has been continually supplemented by adult and junior leaders' training at county-wide meetings and in local groups. Monthly circular letters give further encouragement and help.

Individual club program planning has had its part in bolstering leadership and accomplishment in Fond du Lac County 4-H work. More than 25 years ago Mrs. Allmen Hammen,

leader in the Ripon 4-H Club, decided that it was important to have everyone in her club understand what was ahead for the full club year. She worked out a plan with her members whereby the 4-H program was planned a year in advance. Then these club programs were printed and each member was provided with a copy.

This procedure is now being carried on countywide. Following the annual countywide 4-H planning meeting with adult and junior leaders, each club plans its own program a year in advance. Then each club member fills in a program booklet furnished from the county office.

Outstanding 4-H "alumni" from Fond du Lac County give one more kind of evidence that officer training and local responsibility for a complete program are worth the effort they require.

Many of the officers and active members of Fond du Lac County farm organizations, livestock breeder associations, civic groups, town governments, homemaker groups, and others received their preliminary training in 4-H work.

Recently Nyla Bock, a former 4-H "officer trainee" and now home agent in Outagamie, received word that she is to be an International Farm Youth Exchangee to Sweden this summer. Mary Wilsie, former county 4-H

(Continued on page 90)

Hearts Health Habits

Each influences the other

by HELEN BECKER, *Health Specialist*, and CLARA NOYES,
Douglas County Home Agent, Nebraska

THE heart program in Douglas County, Nebr. didn't start out to be so big, but with the interest and enthusiasm of everyone concerned it took root and grew like Jack's beanstalk.

The seed of the program was planted nearly 3 years ago when an opportunity arose for home extension clubs in the county to do a heart study program in cooperation with the Nebraska Heart Association.

The program was not to be just for women with heart trouble. Its purpose was to help all women better understand how the heart functions, to teach them more about common heart diseases, and to help them develop a greater awareness of the importance of good health habits in preventing heart ailments.

Forty-seven club leaders took part in the first leader training program featuring the heart. The director of the heart association and the home agent presented the lesson. They showed a film, gave leaders an outline to use, furnished them with leaflets and a sample set of bulletins that could be ordered.

In the first year, club members made a rheumatic fever study. They visited more than 1,200 homes to leave copies of the leaflet, *Now You Can Protect Your Child Against Rheumatic Fever*, to determine the extent of occurrence of rheumatic fever, and to develop an awareness of the disease without panic. Later, a booth exhibit at the county fair, featuring rheumatic fever, drew much attention.

The second year, work simplification was stressed in a demonstration called *Heart of the Home*. The heart association furnished a booklet and

the State extension home management specialist helped set up work simplification plans. Three main reasons for having the demonstration were to review principles of work simplification; to study work simplification for two home jobs—organization of cupboards and drawers and sitting down to iron; and to encourage homemakers to do something about it.

Interest was growing. Eighty-four leaders attended the training meetings that year. A total of 502 homemakers attended club meetings when leaders gave the demonstration, and 203 homemakers enrolled in the *Easy Does It Club*.

The club was divided into two groups. The "*Easy Reach It*" group was for those who had cluttered drawers, that is, more than one kind of article stacked together in cupboards or drawers, things seldom or never used stored with frequently used articles, or those in need of more shelf space. Those who had not learned to sit down to iron joined the "*Easy Iron It*" group.

Those enrolled who reported accomplishments were presented with certificates of membership in the *Easy Does It Club* by the Nebraska Heart Association.

The Douglas County women found the health approach to work simplification a real challenge. Reports of their accomplishments show that they found many inexpensive ways to simplify their work. They put drawer dividers in kitchens, bedrooms, and bathrooms. They rearranged equipment, got rid of unnecessary articles, added spice racks, step shelves, knife racks or peg boards for hanging small equipment. They gave

the best space to the most used items, and placed utensils nearer point of first use.

In the "*Easy Iron It*" group, most of the homemakers improvised equipment for sitting down to iron. A few bought adjustable ironing boards, and those who already had them learned to use them more efficiently.

Although the actual club projects were limited to Douglas County the "*Easy Does It*" idea is spreading throughout the State. Other counties are planning similar programs, and Douglas County plans to expand theirs.

Work simplification is something everyone in the family can benefit by. So it seems natural for it to become a part of the farm and home development programs getting under way in the State.

One of the most popular programs for general meetings in the State has grown out of the Douglas County program. It is a panel of doctors discussing "*Your Heart and You*" and answering the audience's questions about heart disease. The panel has appeared at the annual statewide homemakers day at the college of agriculture, and also at three western Nebraska organized agricultural meetings.

4-H Officer Training

(Continued from page 89)

member, went to the Philippines as an IFYE delegate. Mary's sister, Ramona, was an achievement winner this year in national home grounds improvement.

Although the county 4-H Club program is the direct responsibility of Harold Reinecke, associate county agent, all agents, including Norman Jennings, farm and home development agent; Phyllis Garside, county home agent; and George Massey, county agent, have a part in carrying on 4-H work.

Good organization and leader training do not relieve these extension workers of the need for continuous application to their work. But they can count definite gains in the program and the satisfaction of having given young club officers greater responsibility and also the training to handle it.

MOTIVATION

An Important Ingredient of Good Leadership



by GEORGE D. HALSEY, *Personnel Officer, Third District
Farm Credit Administration, Columbia, S. C.*

WE have defined motivation as "that something which creates in any person a will to do." But what is "that something?" I believe that there definitely is one basic thing which does serve as the cause of all voluntary human action.

There can be no voluntary human action except as a result of the person's own wants. A fear is, of course, just a want to avoid something unpleasant. Everything, absolutely everything, you or I or anyone else does is done because, first, there is a want—a want for something or a want to avoid something—and, second, there is a belief or at least a hope that to do some certain thing will gain that which is wanted.

As simple as that statement is, it presents, I believe, one of the most important concepts in the whole field of influencing human behavior.

It may be somewhat difficult for most of us in positions of authority and leadership to grasp fully the fact that the people under our supervision do not do anything primarily because we want them to do it, but always to satisfy wants of their own.

For example, you as a supervisor ask a county agent to see what he can do, let us say, to get greater diversification of crops in his county, and he does it willingly and enthusiastically.

But is it your want which causes him to do it? The answer is "No—at least not directly so." Why, then, does he do it?

First, probably he likes and respects you and wants you to like and respect him. He wants your good will

and appreciation. He knows from past experience that you will commend him if he does a good job, and he likes commendation.

Second, he knows, because you have explained it to him, that the program will help the farmers in his county, and he gets great satisfaction from doing that. Then there is the satisfaction which comes from having done a difficult job well. And, finally, he is probably interested in the possibility of a grade promotion, and he knows that your recommendation will have considerable weight.

All of these motivating influences are his wants. And he does what you want him to do willingly and enthusiastically because, by your method of training and supervision, you have shown him that to do so is the best possible way to satisfy several of his own wants.

But let us say that a supervisor (not you, of course) decided to "motivate" the county agent's action by giving him his instructions in about this manner:

"Mr. Smith, here is a program for your county which I want you to follow. I don't care whether you like it or not, I want it done exactly this way; and so long as I am the boss, what I want goes."

Now, assuming that the county agent carried out the program, would he be doing it because of the supervisor's want? Again the answer is "No."

The primary cause would be the county agent's want to avoid losing his job. And he doesn't want to lose his job because of another want, his

strong desire for his wife and children to be taken care of properly.

So he will do what his supervisor ordered him to do since, for the moment, he knows of no better way to satisfy this want than to obey, and remain on the payroll.

Again it will be his own wants and fears which will cause his action, and not the wants of his supervisor, except, of course, indirectly.

How To Motivate

People can be caused to do what the leader wishes them to do in either of two ways—by an appeal to their wants or by an appeal to their fears.

The first way will gain willing and enthusiastic cooperation. The second way will gain only unwilling compliance and will destroy rather than create the much desired "will to do."

As good leaders then, our task becomes one of endeavoring, first, to understand more fully just what are the wants of people we would lead, and then to find out how best to enable them to derive as full satisfaction as is possible from these wants through doing and doing well the work assigned to them.

There definitely is no method which is more effective than this in getting employees in any type or level of work to carry out their assigned tasks enthusiastically and efficiently. In the leadership of voluntary groups, I say that it is the only method that will ever prove really effective.

In this talk on motivation, on how we can get people to do the things we want them to do, where the major emphasis is given to a discussion of their wants rather than of our wants, we are not going off into the realm of impractical altruism; we are talking practical common sense.

Self-Esteem

Each person wants, I believe, more strongly than he wants any other one thing, to have and to hold some feeling of personal importance or self-esteem, to be able to compare himself with his associates and not feel ashamed. This want is so strong and so broad in its influence that it is probably the primary motivating cause of more things than each one of us does than is any other single want—possibly more than are all of the

(Continued on next page)

other wants put together.

As good leaders then, we should first of all avoid doing anything which will in any way embarrass the people under our supervision.

Instead, we should use a method of supervision and leadership which will enable them to derive an increasing sense of personal importance and worthwhileness as they do better and better the work assigned to them.

An ever-present manifestation of this want for a feeling of importance, and one which can be used more effectively in the leadership of both voluntary and employed groups, is the desire each one of us has for the feeling that his efforts are appreciated.

Skillfully and judiciously used, commendation can be made one of the strongest incentives to better work in either voluntary or employed groups.

Share in Planning

A second want and one which is closely related to the desire to be appreciated is the desire each person feels to have some part in the planning of those things which affect his working conditions or in any other manner change the customary way of doing things.

If it is at all practicable to do so, each situation which may necessitate any change, especially an undesirable change, should be discussed with those to be affected, not merely in advance of the change itself, but before any decision is made as to exactly what change will be necessary.

Most people are reasonable and will cooperate in any necessary change, even putting up with considerable inconvenience, if they are told in advance what and why; but it is surprising how serious will be the offense taken at even some trifling change if the person is not told in advance.

As a rule, the principal reason for the person's being offended and possibly refusing to accept the change is not the inconvenience caused, even though the person himself may believe that it is. It usually has to do with that all-important something called self-respect. We should keep in mind that this is one of the most precious things in the life of every person. Even one in a minor position has a strong desire to maintain a

feeling of self-respect, and he resents deeply, though often silently, anything which he feels to be an encroachment on his "rights as a human being."

Appreciation

One of the most important requirements for success in securing interested and enthusiastic participation from all concerned in making the work for which we are responsible a success is, I believe, that we make each person feel that his suggestions concerning any part of the work are really wanted and appreciated.

This sounds quite simple and easy; but it isn't. It isn't simple and it isn't easy.

There is something in the makeup of each one of us which makes the acceptance of suggestions more difficult than it seems reasonable to believe it would be. Perhaps this can best be illustrated by a personal experience.

I came into the office one morning a few moments late and my secretary greeted me with this enthusiastic comment:

"I have a pleasant surprise for you this morning, Mr. Halsey. Your royalty check is here and it is larger than it was last time."

She knew that an insurance premium was due and that a check somewhat larger than usual would be most acceptable.

Now this is what I should have said:

"That's fine. It surely came at the right moment, didn't it?"

But there is one part of the story which my secretary did not know. Royalty checks come on time each 6 months so that the arrival of this check, though most welcome, of course, was certainly no surprise. Also I knew the amount due. So my answer was exactly what it should not have been:

"Oh, that," I said, "I knew that was coming. I thought at first that you had a real surprise."

"Oh!" she replied, and I knew she must have felt about like a toy balloon does when you let the air out of it. Here in this incident was an answer to my question which was definite, simple, concrete, and clear. The quality most important to success in pleasing and influencing

people is just this:

The willingness and the ability to control the natural tendency always present in each one of us to say and do those things which will increase his own feeling of importance, without thinking about what the effect may be on the other person's feeling of importance.

You might say that this does not apply at all to the incident I have just related. Surely I did not say that I knew about the royalty check with any conscious desire to "show off."

That Ego Appetite

But it is a fundamental fact of human nature that the want everyone has for an increased feeling of importance is so strong and so continuously present that we all are constantly doing things—often unconsciously—which will in some measure satisfy it. It would not seem, however, that such a silly little thing as knowing some trifling fact which someone else does not know would satisfy this hunger at all, but it does. So it was a desire to satisfy this fundamental hunger for a feeling of importance—a desire not consciously felt or identified by me at the moment, it is true, but there nevertheless—which caused me to blurt out the remark I made.

And it is the replacing of just such thoughtless remarks with remarks that thoughtfully take into account the fact that the other person, too, has a desire for a feeling of increased importance, which is the largest single factor in pleasing and influencing people. It is, I believe, the most important single personal quality needed for any large measure of success in the leadership of voluntary groups.

Let me illustrate how easy it is to forget this fact. If someone tells a joke we have previously read, we will probably first make some such remark as:

"That's a good one, isn't it—so true to life." And that would be excellent if we would only stop there. But after we have made this polite and pleasing comment, all too often we just cannot resist the temptation of showing that we, too, have read the magazine, and so we spoil it by adding, "It was in last Sunday's Times, wasn't it?"

I wonder if, in our everyday contacts with the people we supervise, we, too, are not all guilty at times of saying things (unintentionally, of course) which take away their enthusiasm by robbing them of some of the feeling of importance which they might have had if we had not been so thoughtless. I know I am, and I was surprised when I began to watch for this in my own behavior to see how often it did appear.

No one of us would be guilty, of course, if he could but think of the effect of what he is going to say before he says it. But how can one do this?

My own efforts to avoid doing these things have been aided greatly by trying to make it a regular practice to think of each situation where two or more people meet as offering just a certain amount of "ego food," just as if there were a table in the middle of the group with a basket of fruit or a box of candy on it. If any person grabs more than his share, someone must go without—and no one likes to do that.

Often now, just as I am on the verge of blurting out some thoughtless remark, the picture of that table comes to my mind and I decide that I do not want to be an "ego-food hog." This simple, somewhat crude, and almost silly device has helped me so much that I feel sure it will help anyone who will try it.

And it is well to remember, too, that there is one important way in which "ego food" differs from ordinary food. If I restrain my desire for the larger piece of candy and take the smaller one, I definitely have less candy. But if I restrain my natural tendency to show off a little and, instead, put forth a conscious effort to say or do something which will make the other person feel more important, there comes to me a feeling of satisfaction because I have exercised self-control. And if I continue to do this, I will experience the even greater satisfaction of having people like me, or seeing faces light up and the circle open when I join any group where I am known—and of having the people under my supervision come to me enthusiastically with their suggestions.

All of this is "ego food" of a much

finer quality than I would have got had I grabbed more than my share in the first instance. It is as if I were being rewarded for restraining my natural tendency to grab the one large piece of cheap candy by being given a whole box of fine candy.

One want which you have an unusual opportunity to make use of in your leadership both of employees under your supervision and volunteer groups is the desire each person has for a feeling of pride in the worthwhileness of the work he is doing.

I wonder, when training new assistant county agents or home demonstration agents, if we always take as much trouble to show them that they are playing an important part in one of the most worthwhile endeavors with which anyone could be associated?

And do we, when asking a leader in the community to act as chairman of some activity, explain to him how important a part he will be playing in bringing a fuller and better life to all of the farmers in his community?

If we do not, we are neglecting one of the finest opportunities for effective motivation that there could possibly be. Our work and the service of our Department to the Nation are things of which we can be and certainly are justly proud. If we can pass that pride and enthusiasm on to those we lead it will be of tremendous help in giving to them that "will to do" which is so important to good performance.

What Makes Them Tick

(Continued from page 79)

there are very specific and identifiable factors responsible for making these programs so involving and effective, factors which might well be noted by all adult education planners. These factors are:

1. Because of diversity of interests, rural groups have sufficient flexibility to select the kind of experience which is most important and real to the majority.

2. The education programs deal with all aspects of life rather than confining themselves to parts of it—to one's life as a club member, a mother, a wife, a student of great books, world affairs, or economics. Rather than treating

people as parts, these programs concern the total person.

3. The educational program is directly integrated into an on-going, continuing organization which looks upon the educational aspect as a means for furthering and strengthening the organization. The organizational entity makes it easier to introduce educational concerns.

4. Both programs show an understanding that effective adult education must be equally concerned with the individual, the group and the community (in the broadest sense of the word). These programs typify the facts that man cannot live alone and that he has family and community responsibilities which must be dealt with in the program.

In the Farmers Union program there is one other important factor which I did not discover in the home demonstration program. That is that the arbitrary distinctions between younger people, adults, and "older citizens" were eliminated and that the educational program made a major point of drawing these groups together rather than setting up distinct programs operated by different staff members and different leaders. The Farmers Union program emphasized the family unit both in its objectives and in the techniques and methods used in the educational programs.

Reflecting on these observations, I think they emphasize the importance of extension work that involves all members of the family. Also they point up the importance of relating the youth, home economics, and agricultural phases of Extension. Also, I wonder whether or not the splendid leaders being developed in the home demonstration program, and in the other phases as well, are being used as widely and effectively as they might in all aspects of extension work.

In conclusion, I should like to say that I am greatly impressed by the kind of leaders being developed in these two programs, by their maturity, and by their enormous contribution to the preservation of freedom and democracy in the United States.

Michigan Women Share Their Knowledge

by MRS. ANNETTE SCHAEFFER, *Ingham County Home Demonstration Agent, Michigan*

A GROUP of "pioneers" in Ingham County, Mich. are experimenting with extending the Extension Service. They are making it possible for any group of homemakers, whether it's an organized home demonstration club or not, to ask for and get a leader-training lesson.

The 30 women are experienced local group leaders who have volunteered to share their knowledge and training with other groups. They are known as the central Ingham County Leaders' Service Club.

Still in its trial stages, the leaders' service club is sponsored and organized by the county home demonstration council in an effort to meet Ingham County's changing needs. It is hoped that the organization will systematize and fulfill the many requests for lessons to be taught to home demonstration groups; to make more efficient use of trained leaders; to provide help for groups of young mothers not able to send their own leaders to training centers; to provide a community service activity for women whose families are grown; and to provide a means of recognition for leaders.

Here's how the mechanism of the service works. A master list of lessons is kept on file, complete with names of volunteers willing to teach each lesson. This "clearing house" is at present at the extension office with plans to shift it soon to the home of Mrs. Morell Fox, Lansing, who is in charge of the group.

When requests come in, four copies of a form are filled out, identifying the requesting group and the nature of the request. Names of two service club members listed under that subject are entered on the form. If enough names are on file, an attempt is made to list names of women living near the requesting group. Copies of this form are sent to the two women listed so they can expect a

call. The requesting club receives the original, and one is kept for the record.

Negotiations for dates and exact arrangements are then carried on between the requesting club and the leaders' service club member. After the lesson is given, the leader sends the extension office a record card reporting that the lesson has been taught.

After 2 years of operation the leaders' service club has made certain adjustments and corrections. Problems in publicizing the service, recruiting leaders to volunteer, and urging clubs to make their requests systematically have been barriers to speedy progress.

A lot of personal contact and explanation has been necessary, but the merit of the original idea is finally proving itself. Last year incomplete records show approximately 70 lessons taught by these 30 women. Some taught a great many while others weren't called. Requests have been leaning heavily toward the simple "how to make" subjects, but the committee is encouraging a steady rise in the number of "discussion" lessons on homemaking.

Needs have developed that were unforeseen. For example, it is now obvious that a kit of illustrative material must be available to these leaders. A file of needed lesson bulletins and outlines should be readily available. Periodic review and adaptation of lessons is necessary for some groups. The question of financing expenses of leaders' travel is now being ironed out.

The committee in charge is considering buying pins for these service club members to wear as an award for "distinguished" service. At present the efforts of the members are being publicly acknowledged at the local achievement day.

Success Breeds Success

(Continued from page 83)

calves to interested 4-H members. With the cooperation of the local bank, the project was a success.

The 4-H Council also organized a 4-H Citizens' Committee, composed of businessmen in Maryville. The 4-H Council had been obtaining sponsors for 4-H Club projects. The citizens' committee has assisted in raising funds to promote the program. This has also informed businessmen of the scope of 4-H work which improves public relations.

This 4-H Club Council has been of tremendous importance in development of a 4-H Club program in Blount County. We believe in organization as an efficient and effective tool for a better job. Many of the jobs done by the 4-H council could have been done by the Extension agents, but leadership is developed only when responsibility is shared. Our job is to open the way to encourage thinking and action on the part of others, especially young people.

Another Look

(Continued from page 77)

Home Administration, county chairmen and community committeemen with the A.S.C., chairmen of adult classes in vocational agriculture, as well as members of farm organizations.

We have learned that by using community organizations and planning with local leaders and relying on their judgment, we have had much more successful demonstrations and educational meetings. They have determined where and when the meetings should be held, suggested the location of demonstrations and arranged for field meetings.

Recently, six community meetings were held on the Soil Bank program. Twice as many people attended as would have come to three district meetings before our reorganization.

Most of our travel while mapping the county was "off the beaten path." We took time to find out who lives in that house we had seen for years. We found new opportunities for service. We now feel that we have a

place to go no matter what section of the county we are in. More important, people feel that they are a part of the extension organization and will help keep us on our toes. Our neighborhood and community map is on the wall. It is a constant reminder of the county organization. It helps us to see the relationship of the various communities in relation to the county as a whole. We find it easier "to see" the communities than "the county." We recommend this procedure to any county staff.

Leading Is Satisfying

I began as a local leader in home demonstration work projects, but it was after training in the field of family life that I began to realize some measure of personal leadership development. Family life is a study project, taught to local leaders by an extension specialist from the New York State College of Home Economics, Cornell University. The leaders then conduct the same discussion lesson in their local units. They learn many techniques for procedure and have quantities of material on many subjects in the field of human relations.

As a result of my activity as a local leader, I was asked to conduct discussion meetings for groups other than my home demonstration unit. This was a satisfying experience which led to the development of a countywide organization for promoting study of family life. I also served for 5 years on a State Committee on Child Development and Family Relationships, and finally helped to establish a family life department in the Western New York Federation of Women's Clubs.

Individuals and groups everywhere are seeking help in ways to strengthen family ties. Perhaps we begin to realize as Gen. Lewis B. Hershey believes, "That the greatest frontier of our ignorance lies in the relationship of man to man." It seems to me that the Extension Service provides a great source of leadership training in the area of understanding ourselves and others.

The discussion type of meeting is enjoyed by the group as well as by

the leader. A variety of techniques are used successfully as springboards of discussion. In the roundtable or symposium panels the leader acts as moderator, and each panel member is well informed and prepared to discuss the topic and answer questions from the group. Skits and play reading by members of a group are always fun and promote lively discussion of the situation portrayed. Films are well liked, and a book review also is an excellent starter. There is a warm friendly feeling generated when people participate. We get the feeling that we're working it out together, and that any problem can be resolved if we can talk it over.—*Ruth H. Patterson, County Family Life Leader, Erie County, N.Y.*

Young Homemakers

(Continued from page 87)

prove at least two methods of performing household tasks, keep a record of the time required to perform certain household duties and make a time management plan, keep a record of the money spent during the next week, make a filing box or arrange a drawer for keeping home records.

To do an effective job of teaching, Miss George used a number of methods: Illustrated lecture, group discussion, slides, check sheets, quizzes, and role playing.

Of the 44 who enrolled, all but 4 completed the course, which is a good percentage for voluntary attendance. The home economics council sponsored a graduation program and tea to honor the young homemakers completing the work. Each "graduate" received a diploma.

To be eligible for graduation, the students must have attended 4 out of the 5 classes.

The Results

How did the young homemakers feel about the school? What did they learn as a result? Each enrollee filled out an evaluation sheet. The tabulated results showed that the girls had made good application of what they had learned.

Everyone said she was definitely interested in attending another school. Since completing the lessons, several



Mrs. Pat Mudd, using a file box she made for records. All of the students in the Missouri school for young homemakers made a file box or arranged a drawer for filing household papers.

of the alumni have asked the "teacher" for individual help on keeping farm and home record books, home and yard planning, and the like. This has come as a result of their getting acquainted with the home agent and learning about what Extension has to offer them.

This is the way it was done in one county. Other counties have followed the same procedure and have had the same gratifying results. However, in subsequent schools, the subjects included in the curriculum have been confined to one major topic such as time management or food buying and meal planning, rather than including several major topics in one series of classes.

Our State training program has now been expanded to include training for agents who plan to hold schools. Class outlines, subject matter, suggested assignments, and teaching methods are a part of the preparation. Schools are a popular educational method for helping young homemakers. Try it. I think you'll agree.

Teaching Through TV



Lois Soule, Extension clothing specialist, conducts a sewing demonstration lesson on TV.

by KARIN KRISTIANSSON, *Assistant Extension Editor, Vermont*

PATTERNS, stitches, measurements, and hem lines were on the air last fall, when Vermont extension clothing specialist, Lois Soule, conducted her first TV sewing school. Station WCAX-TV, Burlington, carried the lessons on "Across the Fence." The classes were held four consecutive Wednesdays, from 12 to 12:15.

Plans for the program started with a group of homemakers who asked their home demonstration agent for a TV school on basic sewing. These homemakers are young with small children, and they wanted and needed help in sewing.

Mrs. Soule tried a simple project first, that of making a skirt. A special giveaway was written for "students" in TV classes which could also be used later by the home demonstration clubs. The brieflet is divided into four lessons and contains

ample illustrations and detailed instructions for such steps as putting in the zipper, measuring for the hemline, pressing, and altering the pattern.

To spread word about the sewing school, we worked closely with the home demonstration agents, who felt that this was a worthwhile effort and of definite interest to their club members.

About a month before the first lesson was to go on the air, we made up a sample letter, and launched our campaign through the agents. They sent a letter to all their club members, inviting them to register for the course. Those who registered received a copy of the brieflet, *Make Yourself a Skirt*.

The TV sewing school was also announced in special news stories to the daily and weekly press and men-

tioned several times over our daily TV program. Mrs. Soule voiced a tape telling about the program, which was distributed to the agents for use on their own regular radio programs.

About 600 women registered for the course, and many more of our viewers followed it. Many requests came in for the brieflet from viewers in Vermont, Canada, and New Hampshire after the first and second lessons.

When the school was completed, we sent out a survey questionnaire to 150 women. They were selected so as to represent as wide an area of Vermont as possible; 53 answers were returned.

Nineteen of these women had completed a skirt as a result of the program and almost the same number indicated that they had not made one yet, but were interested in making one. Over half of them had seen 3 or 4 of the lessons.

Although most of the women reported that they had quite a lot of sewing experience, they felt they had learned something new from the demonstrations. Eleven of them indicated that they had learned how to fit a pattern. The same number said they picked up information on how to put in a zipper. Many indicated interest in hanging a skirt and measuring for the hemline. Others liked advice given on pattern selection, shrinking of material, finishing, stitching, pressing, cutting notches, and putting in a skirt band. Not to hurry was what one homemaker felt she had learned.

From the women's own evaluation we concluded that the sewing school was worthwhile and justified other similar schools.